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PROBLEMS IN THE ADMINISTRATION
OF INTERCOLLEGIATE FOOTBALL

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CHAPTER I

INTRODUCTION

The first game of American football was held between Rutgers University and Princeton University on November 6, 1869. The game was not football as it is known today, but a version of soccer that had been introduced from England. In 1875 Harvard University traveled to Montreal, Canada to play McGill University in a football game in which the ball was advanced by both carrying it in the arms and kicking it. Thus, the game as we now know it was developed.¹

Although football was immediately popular, both with players and spectators, administrators and faculty members of the colleges were reluctant to accept the game as an integral part of the school program. In spite of the opposition of administrators, football enjoyed very rapid growth and today most colleges and high schools have accepted the game as part of the athletic program.

The game itself seems to be well organized and established; however, there is a definite need to take a close look at the administrative procedures that are commonly used in the conduct of the games.

¹Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 17.

It is the purpose of this study to examine and to some extent record the pressing problems that have beset intercollegiate football.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to examine the problems involved in administering a sound program of intercollegiate football.

The problems seemed to logically be divided in the following areas:

1. Finances
2. Staff members
3. Recruitment of players
4. Scheduling
5. Facilities

II. LIMITATION OF THE STUDY

Since the problems of scheduling and facilities are essentially local problems, not applicable to a national study, this thesis was concerned primarily with the problems of finances, staff members and recruitment of players.

III. PROCEDURES

The following procedures were used in exploring the problems involved in the administration of intercollegiate

football: (1) An examination was made of the literature pertaining to the subject. (2) A questionnaire was sent to six conferences and five independent schools located throughout five areas of the United States. These areas consisted of the Eastern, Midwest, Southern Central and Western. The problems from these various colleges and universities were studied and discussed. (3) A questionnaire was sent to the colleges that have dropped football in the last ten years. It was believed that a close look at the situation might pin-point the particular problems that were responsible for the rather high attrition among institutions competing in intercollegiate football.

IV. NEED OF THE STUDY

It is desirable to delineate as an historical record what is happening on the current scene in American life. Change is evident and acceptable in all fields. Football programs, like all other fields, are constantly being appraised and undergoing reorganization. Although there seems to be no organized plan to eliminate football, nearly one hundred colleges have dropped football in the last ten years. The following problem areas were investigated as perhaps possible for this development:

1. Finances
 - a. Purchase of equipment.
 - b. Traveling expense.
 - c. Maintaining and improving plant facilities.

2. Recruitment of players
 - a. Availability of players with great ability.
 - b. Competition for players.
 - c. Financing scholarships.
 - d. Athletic and academic reputation of school.
3. Staff
 - a. Number of men on coaching staff.
 - b. Number of men working on football all year.
 - c. Teaching load.
 - d. Qualifications and training.

Recent developments point up the controversy concerning the ethics of giving aid to college football players. The Ivy-league Schools are attempting to promote football without giving scholarships or aid to the players. The Western Conference is pursuing another approach and is considering the adoption of a plan whereby all football players will receive considerable aid. Other institutions are pursuing a middle of the road course.

There is much misinformation concerning what inducements athletes are being offered and what they are actually getting. It is important to find out and analyze the situation as it exists. Perhaps the truth concerning recruiting practices will save football some embarrassment and possibly deter widespread rumors.

It is probable that some men know the answers to these problems in part or whole. While it is thought some of the answers are known, it is admitted that most men connected with athletic sports have not felt constrained to express themselves publicly. The purpose of this study is

to record some of their opinions, to analyze them, and where possible, to consider these ideas in relation to others.

V. DEFINITION OF TERMS USED

Gate receipts. This term is used in this study for money received for admission to football contests.

Activity fee. This term used in this study refers to a designated amount of money that all students pay to be divided among various non-academic activities.

Recruitment. For the purposes of this study, recruitment not only refers to contacting prospective players, but offers a means of financial aid.

Large university. This description is used in this study for universities over ten thousand.

Medium size university. This description is used in this study to represent a university with an enrollment ranging between two and ten thousand.

Small university. This description is used in this study to denote a university with an enrollment of two thousand or less.

VI. THE ORGANIZATION OF THE REMAINDER OF THE THESIS

The remainder of the thesis includes Chapter II, an examination of the literature pertaining to the subject; Chapter III, an analysis of the questionnaire sent to colleges concerning the problems of finance, recruitment and staff; Chapter IV, an analysis of the questionnaire sent to the colleges that have dropped football in the last ten years; and Chapter V, the findings, the recommendations, and the conclusions of the writer.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written concerning the early problems in the administration of intercollegiate football and athletics in general. The recruitment and subsidization of prospective college athletes have likewise been popular subjects for writers interested in sensationalism. Therefore, these problems will be treated a bit more broadly than will the problems of the staff and finances. However, this does not necessarily mean that they are the more pressing or more important.

I. EARLY ADMINISTRATION OF ATHLETICS

History of athletic administration. The eternal desire for competition, either as individuals or in groups, resulted in the formation of intercollegiate athletics. The early attempts to administer the program brought forth many problems.¹

The present problems of intercollegiate football are not entirely new. As far back as Colonial days, the idea existed that football was not a part of the general educational

¹William A. Healey, "Administrative Practices in Competitive Athletics in Midwestern Colleges," The Research Quarterly, XXIV (October, 1953), 295.

program. Even though games have been a part of community life since early Colonial days, competitive sports were not accepted as a part of education until the period following the Civil War.² Scott reports that, "the Colonial Thanksgiving custom of men kicking a football about their backyards bears little resemblance to a team game."³ Such contests were essentially of the people. In Colonial days, the young man who proceeded from school to college and who thus entered the life of learning and scholarship, thereby set himself apart from his friends and neighbors. Before 1800 he was apparently little given to such pastimes as the common people might indulge in.⁴

The administration of early athletic contests was in the hands of the students.⁵ The learned men of those times were not yet ready to accept play into the program of the school or college. Faculties tolerated athletics, providing they were in keeping with the type of behavior expected in other school activities and in the classroom. In fact, the

²Harry A. Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 87.

³Ibid.

⁴Howard J. Savage, Harold W. Bentley, John T. McGovern, and Dean F. Smiley, American College Athletics (Boston: The Merrymount Press, 1929), p. 14.

⁵Healey, "Administrative Practices in Competitive Athletics," p. 295.

attitude on the part of administrators and faculty members was definitely of a repressive nature. The following excerpts were taken from the "Carnegie Report on Intercollegiate Athletics:"

A minute of the Princeton faculty of May, 1761, frowns upon students playing at ball. . . . Another Princeton minute, dated November 26, 1787, prohibited students and grammar scholars from playing a certain game with sticks and a ball.⁶

The general situation was rather well summed up by Hartwell who said;

. . . there appears to have been no well considered and sustained attempt by the authorities of any American college to provide its students, either with instruction in gymnastics, or adequate facilities for athletic sports. . . .⁷

Despite this attitude on the part of administrators and faculty members, youth was not to be entirely restrained. The games that were played in the home communities were played by the students whenever free time permitted escape from the very formalized and classical curriculum.

Eventually the various games evolved into an accepted and important phase of student body life, although without the official sanction of educational authorities. As school enrollments increased, it became easier for students to

⁶Savage, American College Athletics, p. 14.

⁷Bruce L. Bennett, et al., A World History of Physical Education (New York: Prentice Hall, Inc., 1953), p. 369.

organize competitive teams in a wide variety of sports and to conduct athletic contests over a wide geographical area.⁸

With the advent of student controlled athletics, some major problems evolved that are still somewhat in evidence today. Students and alumni shouldered the responsibility of scheduling, buying equipment, and providing for a coach.

Scott says:

Facilities for competitive athletics were seldom provided by the institution. As a result the students were obliged to prepare the playing field and otherwise provide facilities and equipment for the contests. These functions were assigned to student managers who were willing to endure hard physical labor in order to be a part of this student initiated and student-controlled enterprise. Uniforms, playing equipment, expenses on trips, and other incidentals were financed by the students themselves, aided of course, by parents, alumni, and well-wishers of the team.⁹

Intercollegiate football was born in the eastern section of the country and did not penetrate into the Middle West until the 1880's. Youngsters usually got their first taste of football after enrolling at college. Howard Roberts wrote:

There were no codes of eligibility, the "tramp athlete" flourished, and university faculties had little control over players, who frequently weren't even enrolled. Coaching and officiating were almost nonexistent because of the newness of the sport, equipment was makeshift, and finances precarious.¹⁰

⁸Scott, Competitive Sports, p. 88. ⁹Ibid.

¹⁰Howard Roberts, The Big Nine (New York: G. P. Putnam's Sons, 1948), p. 6.

By 1870, athletics were firmly established in American colleges and interest from then on grew by leaps and bounds. With this growth it became increasingly apparent that there was a need for guidance and regulation from people wise in educational practices. William Healey writes;

A number of attempts to codify and regulate competition in various sports began; along with this came agitation for faculty control because of the great expansion and accompanying evils.¹¹

Athletic control gradually came into the hands of faculty members and presidents of our universities. The change was reflected by general improvement in policies regarding educational standards, eligibility regulations, and rules governing the conduct of athletic competition.¹²

II. ORGANIZATION OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

In the twenty years between 1886 and 1906, many of the problems still plaguing intercollegiate football came into existence.¹³

Intercollegiate athletics expanded so fast after 1870 that it became evident that competitive athletics must be

¹¹Healey, "Administrative Practices in Competitive Athletics," p. 295.

¹²Ibid.

¹³Scott, Competitive Sports, p. 33.

controlled or be prohibited on the campus.¹⁴ Injuries in football mounted because of the lack of adequate regulations. As a result, some of the leading football powers banned the game. The issues were so controversial that President Theodore Roosevelt called a meeting of representatives from Yale, Harvard, and Princeton, and stressed the necessity of removing the objectional features of football.¹⁵

Injuries were increasing and certain abuses of amateurism and eligibility were mounting to proportions large enough that football became a national scandal. It was evident that public opinion was sending football to its doom unless some regulatory measures could be taken to improve the sport. In this critical setting, Henry McCracken, Chancellor of New York University called a meeting of college presidents and faculty representatives to propose a plan of action. Healey relates, "In an attempt to help remedy the intercollegiate situation the National Collegiate Athletic Association was formed."¹⁶

Everything that has been attempted and accomplished by the NCAA in the past fifty-one years has had as its

¹⁴Bennett, A World History of Physical Education, p. 437.

¹⁵Scott, Competitive Sports, p. 33.

¹⁶Healey, "Administrative Practices in Competitive Athletics," p. 295.

objective the promulgation and maintenance of high standards in every phase of college athletics. The NCAA rules committee has attempted to make sports safe, healthful and recreational. This has been one of the valuable contributions to the promotion of high athletic standards.¹⁷

It was not until 1938, thirty-three years after organization of the NCAA, that the association addressed itself formally to the problems of institutional conduct and responsibility in intercollegiate athletics. It was a comparatively new development. At the annual convention in 1939 there was written into the constitution of the NCAA a "Declaration of Sound Principles and Practices for Intercollegiate Athletics." For nearly ten years the principles served as a guidepost for the member institutions. However, there was no provision in the constitution for enforcement. This was a deliberate omission since most members felt that the NCAA should rely on education and not regulation.¹⁸

In 1948, this declaration of principles was revised. By vote of over two-thirds of the member colleges, these principles were no longer mere guideposts, but became an obligation on the part of the colleges holding membership in

¹⁷H. C. Willett, "The NCAA Program for Promoting High Athletic Standards," The Educational Record, XXXIII (October, 1953), p. 451.

¹⁸Ibid.

the NCAA. This marked the beginning of the so-called "Sanity Code," and the NCAA began its era of regulation.¹⁹

During the past decade or more, the "Sanity Code" has failed several times. Mr. Willett has stated that

. . . the absence of the voices of many of the college presidents and representatives who had declared their belief in the code, and the presence of voices of a few who from the outset had opposed the adoption of any regulatory measures, . . .²⁰

are the chief reasons for the code occasionally faltering.

The NCAA can more effectively than any other agency, secure adherence to high athletic standards on the part of colleges and universities. The large majority of the colleges and universities that belong to the NCAA, are now observing or are shaping their programs so that they will observe the high standards of conduct they have imposed upon themselves by virtue of their membership.

Institutions which violate regulations for the conduct of athletics, should find themselves without opportunities for athletic competition with other colleges. Members refusing to live up to the rules of the NCAA may be dropped from membership thus disqualifying them from competition with schools belonging to that organization.²¹

¹⁹Willett, "The NCAA Program for Promoting High Athletic Standards," p. 452.

²⁰Ibid., p. 453. ²¹Ibid., p. 455.

III. THE NEED FOR STUDIES OF ATHLETIC POLICIES

Educators have known for some time that the program of intercollegiate athletics is something different and distinct from other educational activities of the institution. The academic ability of students possessing athletic prowess has not always been important as long as the prospective student makes a positive contribution to the winning of athletic contests.

The NCAA and some of the athletic conferences have made an effort to curb the growing professionalism of intercollegiate athletics, but educators and educational organizations have taken a hands off policy, and refuse to let this phase of institutional activity be their concern. Educators have called attention to the lowering of moral tone in the student bodies where the professionalism of sport, the sacrifice of educational standards in the interest of building winning teams, and the exploitation of athletes are common knowledge. Still, there has been no effective organized attempt on the part of educators to correct the conditions that have come to exist.²²

With the widely publicized scandals in connection with intercollegiate athletics including dishonesty, gambling,

²²Norman Burns, "Recommended Changes in Athletic Policies," The School Review, LX (December, 1952), 509.

"fixed" games, unrestrained recruiting, and scandalous educational practices, educators were stirred to action. As a result of these abuses, many educational agencies have undertaken a series of reports and studies.²³

IV. THE CARNEGIE REPORT OF INTERSCHOLASTIC ATHLETICS

The "Carnegie Report" was a study of athletics in American Universities and Colleges in order to present the merits and defects of interscholastic athletics along with suggestions for their improvement.

The study covered a period of about three years, 1926-1929. It was initiated by a questionnaire sent to about eighty persons considered well qualified by their experience and interests, for suggestions as to what phases of American college athletics should be selected for study. It became evident that a questionnaire was not an adequate means of attacking the problem and after much consultation, five members of the staff visited a total of 130 schools to get a personal insight into existing problems.

Control. Often there is a great difference between the control exerted by a system and the control that is supposed to be exerted over collage athletics in a university.

²³Burns, "Recommended Changes in Athletic Policies," p. 510.

It is one thing to set up a system of control, but still another to put it into practice. It is concluded that the athletic programs of most universities are directed from the faculty point of view. Perhaps the wish is father to the thought. However, there is evidence that the actual weight and control rests upon other shoulders than those intended by the authors of the faculty control system.²⁴

The term control suggests curbing anything that may be dangerous, or which may get out of hand if not treated firmly. Howard Savage reports:

No one talks of controlling the academic aspects of college life; most men speak of controlling athletics. If the least controversial aspects of the control of athletics be regarded, the term implies the conduct of games and contests through the definite delegation of authority and responsibility touching a vast number of phases of college life, including a clear assessment of purposes both actual and theoretical, the framing and execution of a policy that takes account of the interests, whether practical or sentimental, of various groups, the provision and care of suitable accommodations, medical attention, finance including auditing and bookkeeping, the preparation and the holding of contests, their schedules, and external relationships in competition.²⁵

Many university or college presidents have left the shaping of athletic policies to athletic conferences, committees, or specialists, who represent not so much the welfare of the institution and its undergraduates, as their

²⁴Savage, American College Athletics, p. 77.

²⁵Ibid., p. 78.

own prosperity, prestige, or professional standing.²⁶

Fundamental considerations in intercollegiate contests.

Most of the moral values received from athletic competition are results of the extensive training period prior to the actual contest between two institutions. For this reason, the purpose of intercollegiate athletics should be for the over-all development of the undergraduates, alumni, and other members of the college family. However, as matters now stand, their fundamental purposes seem to be financial and commercial. From all apparent facts, the gate receipts seem to be far more highly valued than the returns in play, sport, physical and moral well-being.²⁷

The observation is especially true of football. In most institutions, football carries the bulk of the financial burden for the entire athletic program. New facilities for athletics and even new classroom buildings are often financed from the gate receipts of football. This commercial aspect is reflected in the making of football schedules. Games with well established rivals have been abandoned in a great many instances in order to schedule another institution with more seating capacity, thus, larger returns in dollars and

²⁶Savage, American College Athletics, p. 79.

²⁷Ibid., p. 82.

cents. For example the Missouri Valley was reorganized to replace four institutions that were unprofitable. Thus, it seems that football in the United States is undeniably commercial.²⁸

Financing. The main sources of financing the intercollegiate athletic program are gate receipts, guarantees on trips away from home, and fees collected from the students. Many institutions provide athletic budgets for the entire program, based on anticipated income from these sources. Usually the athletic director or a paid employee, responsible to a representative body of the university, expends and accounts for the sums allocated to the various sports included in the intercollegiate program.

Of these receipts, in the late 1920's, gate receipts from football provide by far the major portion of income. Alabama received \$72,000 from football, expenditures totalled \$79,000. The University of Arizona's football receipts were \$8,700 and the expenditures were \$12,800. At the University of California football contributed \$457,016 from a total athletic income of \$486,162. Football expenses totalled \$239,640. In this instance the net gain for all branches of athletics was \$173,891 even though almost the entire program was subsidized by the football income. The University of

²⁸Savage, American College Athletics, p. 83.

Southern California showed football receipts of \$426,500 and disbursed \$331,500 for a profit of \$95,000. At Southern Methodist University, receipts totalled \$117,000, of which football, with expenses of \$54,000, provided \$93,000, thus contributing a profit of \$27,000.²⁹

In most instances receipts from student fees, provided a very small percentage of the money used for the intercollegiate athletic program.³⁰

Recruiting. There is little doubt that the evils of recruiting have diminished over the last twenty-five years. Methods of recruiting have improved but this improvement has been one of degree and not of kind.

Before 1917, recruiting appears to have been conducted by enthusiastic undergraduates and by the athletes themselves. Since those days, recruiting has been done on a more businesslike scale by persons older and more experienced. The result is that today the colleges and universities of the United States are confronted with many problems of recruiting, especially with respect to intercollegiate football. There is vicious competition for prospective athletes, often on a national scale.³¹

²⁹Savage, American College Athletics, p. 87.

³⁰Ibid., p. 88. ³¹Ibid., p. 225.

There has been an effort to control the recruiting of athletes through regulations set up by conferences and associations. Members of the Eastern Intercollegiate Conference adopted a rule limiting the number of athletic scholarships and reducing their amounts. In the Southern Intercollegiate Conference there was a regulation requiring the member institutions to publish an official list of athletes receiving athletic scholarships or financial aid. However, influential conference members finally over-ruled this attempt for control.³²

Recruiting may be done professionally or non-professionally. When athletes are approached by employees of the university, it certainly is professional. The athlete is often contacted by members of the football coaching staff, alumni officials, or academic appointees who are assigned a part of their regular time to contact prospective athletes. If alumni, friends, or students wish to influence a promising athlete to attend their particular institution, that contact would fall into the category of non-professional recruitment.

Recruitment reaches its most intense development, when one or more persons are paid for contacting promising athletes in order to influence them in their choice of a college. Often this person is permitted to have an expense

³²Savage, American College Athletics, p. 226.

account which is used for transportation, correspondence, and the interviewing and entertaining of prospects.³³

Sometimes the coach does not have a teaching schedule and this permits him to devote part of his time to either bolster the academic standards of his squad, or make contacts that will eventually draw recruits. There is some misconception regarding how much of the recruiting of athletes is done by alumni. Of one hundred and twelve colleges and universities visited, over fifty per cent of the recruiting reported was done by coaches or members of the athletic department; only thirty per cent of it was done by alumni.³⁴

One of the favorite arrangements for recruiting, is for an alumnus or organization to sponsor a large banquet for promising athletes, and then members of the coaching staff are included as guests. This affords a fine opportunity for the coaches to talk things over with the boys.³⁵

Subsidizing. There are usually four ways in which an institution may subsidize its athletes; jobs, loans, scholarships, and miscellaneous assistance.

There is a rule in most conferences and institutions forbidding actual financial assistance to college athletes. However, athletic departments do not consider the jobs that

³³Savage, American College Athletics, p. 235.

³⁴Ibid., p. 236. ³⁵Ibid., p. 237.

stand at their disposal as financial assistance. Many athletes admit that their athletic prowess has put them through school.³⁶

Sometimes a student loan office is established for the benefit of prospective athletes. This department may be set up by business men of the community or enthusiastic alumni that wish to encourage the success of athletics at their university. This system is a means of compromise between athletic scholarships as such, and withholding all financial assistance. Even though the repayment of a loan may be doubtful, a loan tends to be easier to accept and give than outright financial aid.³⁷

The Carnegie report made headlines in the late 1920's. For a while many of the abuses it revealed were eliminated or at least curbed.

In the thirties the depression definitely affected intercollegiate athletics. Athletic schedules were reduced and travelling curtailed for financial reasons.

During World War II many colleges and universities were forced to give up athletics entirely because of travel restrictions and the limited manpower available.

However, immediately after World War II the G. I. Bill

³⁶Savage, American College Athletics, p. 242.

³⁷Ibid., p. 251.

of Rights brought thousands of men back to the universities and once again the intercollegiate athletic star began to rise. Soon the intense rivalries among colleges revived many of the evils and abuses of earlier years. At this juncture some of the leading educational organizations began to investigate the field of intercollegiate athletics.

V. THE AMERICAN COUNCIL ON EDUCATION STUDY OF INTERCOLLEGIATE ATHLETICS

The American Council on Education became intensely interested in athletic policies in our universities. This interest developed out of a succession of public disclosures of scandals in athletic administration. The Council's Problems and Policies Committee appointed a special committee on athletic policy to make inquiries and recommendations for corrective action.

The Special Committee was composed of eleven college presidents representing all geographical areas of the United States and most of the major athletic conferences.³⁸

The Special Committee on Athletic Policy held a number of meetings where spokesmen from several athletic conferences were heard, as were representatives of the coaches and sports

³⁸John A. Hannah, "Improving the Administration of Intercollegiate Athletics: A Symposium," The Educational Record, XXXIII (October, 1952), p. 440.

writers. The result of all this study and deliberation was a confirmation that serious violations of sound educational policies and also of good moral conduct are not uncommon.³⁹

Recommendations by Special Committee. The Special Committee offered as a remedy the following four objectives: (1) to relieve external pressures, (2) to insure institutional control, (3) to suggest general standards of acceptable practice, and (4) to invoke measures of enforcement that will guide the great majority of institutions sincerely desirous of upholding proper standards, and protect them against the few that may from time to time either deliberately or unintentionally, condone abuses.⁴⁰

In giving the committee report Hannah stated:

The present situation has been brought about . . . by external pressures and internal weaknesses evident during a considerable period. The rewards in money and publicity held out to winning teams, particularly in football, and the desire of alumni, civic bodies, and other such groups to see the institutions in which they are interested reap such rewards, have had a powerful influence on many colleges and universities. The influence has been magnified when control of athletic policy has been permitted to slip from the hands of the faculty and central administration.⁴¹

Report of the press. There is disagreement about

³⁹Hannah, "Improving the Administration of Inter-collegiate Athletics," p. 441.

⁴⁰Ibid., p. 441. ⁴¹Ibid.

college athletics, not as to its value as a part of the college curriculum, for there is general agreement that athletics are good, but the disagreement is over what is evil and what is harmless. College presidents do not agree; the public does not agree. Likewise, there is no unanimity of opinion among football writers regarding post-season games, athletic scholarships, training tables, out-of-season training, and other things. However, the writers generally agreed that the foregoing are side issues to the paramount problem which is subsidizing, recruiting, and in isolated instances, proselyting.⁴²

The Football Writers Association of America agreed that college athletics are being fostered in an atmosphere of "hypocritical subterfuge - with outright recruiting and subsidizing and under the table payment of athletes by alumni."⁴³

Whatever evils there are in athletics are partly due to the deterioration of morals in the home, in business, and in government. In the final analysis college administrators must assume the responsibility for everything that happens in their institutions. Although in the early days of

⁴²G. W. Taylor, "The Press Looks at Intercollegiate Athletics," The Educational Record, XXXIII (October, 1952), p. 445.

⁴³Ibid.

interscholastic competition, control rested in the hands of students and alumni, college administrators have had it, in theory at least, for many years. College administrators have insisted on faculty control but have done very little with it. They have made and interpreted rules. They have had the right to administer and enforce them, but have not. Many of the same evils and problems that confront college athletics today were enumerated by Howard Savage in "The Carnegie Report of 1929" and have not only continued but multiplied under the athletic administration of the college presidents.⁴⁴

Coaches response concerning ACE questionnaire. The ACE committee sent a football questionnaire to thirty-seven prominent and respected coaches, thirty-two of them responded. There is an intense desire on the part of all athletic coaches for clean wholesome, competitive athletics.⁴⁵

The coaches were unanimous in agreeing that institutional policies of admission standards, financial aid, and recruiting of prospective students with athletic ability should be standardized. They also believed that this code

⁴⁴Taylor, "The Press Looks at Intercollegiate Athletics," p. 446.

⁴⁵Everett D. Barnes, "How Coaches Feel About Proposed Changes in Athletic Policy," The Educational Record, XXXIII (October, 1952), p. 460.

should be enforced. The vote in favor of such action was twenty-nine to three.⁴⁶

The general belief among the coaches was that the evils in intercollegiate sports surround the areas of different admission policies, non-regulated financial aid, promiscuous recruiting, and unacceptable academic programs.⁴⁷

Many football coaches felt that it would be possible for them to work out the problems of conducting football if they were given the opportunity. The coaches felt that although their association possesses no penalizing powers, they could work in cooperation with other administrators to eliminate the evils of the game and strengthen the values of the sport. The college coaches felt that intercollegiate athletics have taken great strides forward in the last few decades. They cited the elimination of the student transfer evils, and the rulings regarding playing freshmen with the varsity.⁴⁸

The attack on athletic evils has been conducted for the most part through the medium of conferences and associations such as the ones previously discussed in this chapter. The investigator feels that this particular phase

⁴⁶Barnes, "How Coaches Feel About Proposed Changes in Athletic Policy," p. 460.

⁴⁷Ibid. ⁴⁸Ibid.

of the study would be incomplete if the North Central Association of Colleges and Secondary Schools were not at least mentioned.

The North Central Association has adopted educational standards concerning athletic policy that are required of all member institutions. Although it is primarily an accrediting agency, the requirements concerning athletic policy have helped to abate some of the malpractices of the administration of intercollegiate sports.

The foregoing chapter has dealt with what has been written concerning the problems of intercollegiate athletics in the past half century. The next chapter will attempt to show the problems as they exist at the present time as disclosed by a questionnaire survey.

CHAPTER III

ANALYSIS OF THE QUESTIONNAIRE DATA

A questionnaire seeking data relating to the problem under consideration was sent to member institutions of six conferences selected in order to obtain a sampling of all geographical areas in the United States, and also because they were well established in terms of tradition and national reputation. The conferences and sections surveyed were: the Eastern College Athletic Conference (Ivy League) of the Eastern Section of the United States, the Ohio Conference of the Midwest Section, the Mid-American Conference of the Midwest section, the Western Conference of the Central Section, the Southern Conference of the Southern Section, and the Pacific Conference of the Western Section. In addition to these six conferences, five other schools were included in the study in order to provide information from the viewpoint of independent institutions.

Forty-nine questionnaires were sent to the colleges and universities referenced above and thirty-six replied for a return of seventy-three percent. It was revealed that not all of the questions could be readily or accurately answered by all the institutions responding because of great differences in the structure of athletic departments at various institutions.

The complete questionnaire appears in the Appendix of this report. It was divided into three main parts and will be considered in the same manner. The three areas were: finances, recruitment, and staff.

In this chapter each problem is introduced by stating the question as it appeared in the questionnaire and a brief analysis of the responses elicited is made.

I. FINANCES

"What percent of your total athletic budget is given to football?"

There were twenty-nine responses to this question. Table I indicates that a wide range of fifteen to seventy-five percent of the total athletic budget was used for football.

There has been considerable conjecture as to the high cost of a football program in relation to the total athletic program. However, it is interesting to note that seventeen of the twenty-nine schools operated their football program on forty percent or less of the total athletic budget.

"Approximately, what are the sources of income?"

The replies of the athletic directors concerning the sources of money for the football budget fell into three groups; the large university, the medium size university and the small university or college.

TABLE I
 PERCENTAGE OF ATHLETIC BUDGET USED FOR
 INTERCOLLEGIATE FOOTBALL

Percentage of total athletic budget	Number of universities
75	2
70	2
69	1
65	1
60	1
50	2
49	1
45	1
42	1
40	1
38	2
36	1
35	1
30	3
28	1
26	2
25	2
18	1
15	1
Average 43	Total 27

The large universities derived the bulk of their football income from gate receipts. The next largest source was the student activity fee, and radio and television receipts were a close third.

The medium size schools, on the average, received an equal amount of money from gate receipts and student activity fees. University appropriations and alumni contributions provided minimal additional amounts.

The small school group received its largest percentage of income from the student activity fee arrangement. Gate receipts provided a substantial supplement and university appropriations and alumni contributions provided about thirteen percent of the budget.

A more detailed discussion of the above groups will be presented.

Sources of income of large universities. Large universities derived most of their football income from gate receipts. Their next important source was from activity fees. As can be noted from Table II, there was no significant source of income other than gate receipts and activity fees.

An individual analysis of the eighteen large universities responding revealed that four of them derived one hundred percent of their football income from the gate. The

percentage of income derived from the gate in other institutions follows: two universities received ninety-five percent; five received from eighty to eighty-nine percent, one had seventy-five, and four sixty percent.

Two large universities (not included in Table II) that reported on the source of income had rather unique situations in their athletic departments. In one instance the total athletic budget of \$780,000 was completely subsidized by the university on the basis of its being an educational cost. The other institution charged each student \$13.20 per year for athletics. This was put in a fund together with all gate receipts to sponsor all varsity sports, plus two golf courses, an ice rink, intramural program and physical education activities of the school.

Sources of income of medium sized universities. The medium size universities received on an average, forty-four percent of their income from gate receipts and the same amount from activity fees.

Eleven percent was almost equally divided between university appropriations and gifts from alumni.

Sources of income of small universities or colleges. By far the greatest source of income in the small college group was from activity fees collected from the students. On the average, small schools received sixty-one percent of

TABLE II
 SOURCES OF INCOME FOR FINANCING INTERCOLLEGIATE FOOTBALL

Sources	Large universities	Medium universities	Small universities
Gate receipts	79.0%	44%	22%
Activity fee	10.0%	44%	61%
Endowment	1.0%	1%	4%
Alumni	.3%	5%	5%
Radio and television	9.7%	0%	0%
University appropriation	0%	6%	8%

their football budget from fees collected from the students.

"Would you say that financing your football program represents a major problem in the administration of football?"

Nineteen schools felt that financing the football program was a major administrative problem. Fifteen replied that it was not. Two failed to reply.

"On the average, does football break even, show a profit, or show a deficit?"

In reply to this question, twenty-two schools indicated that football showed a surplus, seven broke even, and seven institutions indicated that the program showed a deficit.

"Approximately, what single item represents the largest expenditure?"

The institutions were about evenly divided in regard to the single item representing the largest expenditure, as is shown in these results:

	<u>Number of Schools</u>
Traveling	12
Salary of Staff	8
Scholarships	7
Equipment	6

On the basis of information gathered from the questionnaire, it is apparent that finances in general play a

most important part in the over-all administration of inter-collegiate football.

II. RECRUITMENT

The second large problem area investigated was recruitment. The data obtained from the survey is tabulated in Table III.

"Do you have any aid available for players?"

Twenty-seven athletic directors indicated that the institution provided financial aid for football players. Six revealed that financial aid was available for any student in the university, but not necessarily reserved for football players. Three schools had no aid available for football players.

In spite of the fact that twenty-seven institutions had financial aid available for football players, nine of the schools did not actively recruit either because of a conference regulation or because they preferred not to recruit.

"Does the university underwrite the recruiting program? Some of it, none of it, or all of it?"

Of the schools that actively recruited football players, eight universities underwrote the entire program. There were eight institutions in which the university took care of some of the recruiting expense. Two schools did not

TABLE III
AVAILABLE FINANCIAL AID AND REQUIREMENTS

Aid and requirements	Yes	No	Available to all students	Not applicable
Financial aid for football players	27	3	6	0
Scholarships for tuition and fees	18	18	0	0
Scholarships for tuition, fees, room and board	16	20	0	0
Money earned in addition to scholarship	18	6	0	9
Work involved for tuition and fees	10	17	0	9
High school grade requirement	18	5	0	9
University grade requirement	27	00	0	9

contribute financial support to the recruiting program.

"Do alumni contribute to the recruiting program through the university?"

Of the schools that actively recruit football players, nineteen institutions received financial assistance from alumni for recruiting purposes. There were three schools that ran their entire recruiting program on the money contributed by alumni. Six universities received no money from alumni for recruiting football players.

"Do you have a scholarship for football players covering tuition, fees, and books?"

Of the thirty-six universities replying, one half of the institutions provided tuition, fees, and books for football players, ten of the eighteen required work in return for said aid. As is indicated in Table III, every school offering tuition, fees and books, also provided work opportunities for room and board except two.

"Does a boy have any opportunity to earn money in addition to his scholarship?"

In addition to the financial aid mentioned above, eighteen schools provided possibilities for the football players to earn additional money. Six schools had no planned program for additional earnings and three did not reply to the question.

"Is there a high school grade requirement for your.

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football scholarships?"

Of the twenty-seven universities offering football scholarships, eighteen required a certain grade average in high school in order to be eligible for financial aid. Five schools had no such requirement and three did not reply.

"Is there a grade requirement after he is in college to keep the scholarship?"

As for grade requirements after entering the university, twenty-six schools reported certain scholastic standards, while one institution failed to reply.

Table III also shows that most of the schools contacted have financial aid for football players.

"What is the greatest single problem in your recruitment of football players?"

The athletic directors were given several lines on the questionnaire to write in the greatest single problem in the recruitment of football players. The problems listed fell into nine different areas as may be noted in Table IV.

As could well be expected, nine athletic directors reported that the biggest recruiting problem was that of competing against schools that had more financial aid to offer prospective students. However, it is a bit surprising to note the second problem in frequency was that of getting prospective football players with high enough grades to meet

TABLE IV
 PROBLEMS IN THE RECRUITMENT OF FOOTBALL PLAYERS
 ACCORDING TO ATHLETIC DIRECTORS

Problem	Number of times cited*
1) Competing for prospects against schools offering more financial inducements	9
2) Getting prospective football players with high enough grades to meet entrance requirements	8
3) Persuading prospective students to enroll	3
4) Financial problem	2
5) Conference rule prohibiting recruitment	2
6) No problem - no recruitment	2
7) Military life and discipline of institution	1
8) No organized plan for recruitment	1
9) Geographical	1

*Seven schools did not reply to this question.

entrance requirements.

The remaining problems cited were varied and are listed in Table IV from the top according to frequency of appearance.

III. STAFF

The third, and last, major problem area studied related to the football staff. Data secured here is cited in Table V.

"How many men are on the football staff?"

There is a wide range in the number of men making up the football staff in the universities studied; the range is from two to twenty men. However, almost seventy-five percent of the universities had five or more coaches on the football staff.

Eighteen of the universities, or fifty percent, had between six to eight men on their coaching staff.

"Do you feel that you have adequate staff personnel for your football program?"

Nine of the thirty-six schools felt they had insufficient staff members to direct the football program adequately. Table V further shows that of the schools indicating a lack of staff, three institutions employed six coaches but kept no more than two men working on football throughout the year. This does not indicate that some of the coaches were

TABLE V
 SIZE, TERM, AND ADEQUACY OF FOOTBALL STAFF

School	Staff size	All year football employment	Adequate
1	20	7	yes
2	12	2	yes
3	9	7	yes
4	9	2	yes
5	8	8	yes
6	8	8	yes
7	7	7	yes
8	7	7	yes
9	7	7	yes
10	7	7	yes
11	7	7	yes
12	7	7	yes
13	7	6	yes
14	6	6	yes
15	6	6	yes
16	6	6	yes
17	6	5	yes
18	6	2	no
19	6	1	no
20	6	1	yes
21	6	0	yes
22	6	0	yes
23	5	5	yes
24	5	4	yes
25	5	2	yes
26	5	0	yes
27	4	3	no
28	4	0	yes
29	4	0	yes
30	4	0	no
31	3	3	no
32	3	1	yes
33	3	1	no
34	3	0	yes
35	3	0	no
36	2	1	no

part-time employees, but that they had duties other than football during the off season. Of the two schools reporting three football coaches, one retained all three for year around football duties, and the other school had other assignments for all the football coaches following the football season. The university that employed two coaches assigned one to other coaching duties at the close of the football year.

"What is the teaching load for the head coach?"

The study revealed that the teaching load of the head football coaches is greatly reduced. Twenty-three head football coaches had no classroom teaching duties during football season, and twelve of the coaches had no teaching assignment throughout the year.

Of the thirty-six universities studied thirty-one head coaches taught five hours or less in the classroom during the football season.

"What is the teaching load for the assistant football coaches?"

The teaching load for assistant coaches is also very much lighter than that of the average teacher. In twenty of the thirty-six schools the assistant coaches had no classroom assignment during football season, and thirteen schools excused the assistants for the entire year.

"Do you feel that their teaching load does not permit

them enough time to run the football program efficiently?"

Eight of the thirty-six athletic directors indicated that the teaching load was too great. In all eight instances the teaching load exceeded ten hours per week either for the head coach, the assistant coach, or for both the head and assistant coaches.

Summary. In studying the questionnaire and recording the results, the investigator had certain ideas and interpretations of data that could not be scientifically and objectively recorded. This was particularly true in regard to the problem of recruitment of prospective football players.

Most of the universities replying to the questionnaire indicated that financial aid was available for players even though some schools did not actively recruit. There seems to be a changing concept that recruitment of football talent is no longer an evil in itself; rather, that some of the methods employed in recruiting practices are unacceptable.

The same feeling in regard to subsidization is often suggested. Most athletic directors seem to feel that financial aid to the football player is congruous with the American system of living and that the practice of subsidization for college football players is a part of the general pattern. However, there seems to be a growing feeling that institutions should be regulated in the amount of aid offered, or

that all schools should have the same general scholarship to offer prospective players.

This chapter has been concerned with recording and analyzing the data from a questionnaire sent to colleges and universities actively competing in intercollegiate football. The next chapter records and discusses the problems of universities that competed in interscholastic football but have dropped the sport within the past ten years.

CHAPTER IV

FACTORS CAUSING FOOTBALL TO BE ABOLISHED
IN COLLEGES AND UNIVERSITIES

At the request of the investigator, the National Collegiate Athletic Association supplied a list of the universities and colleges dropping football in the last decade. The list included eighty-eight institutions. It is rather significant that only three of the eighty-eight were large universities.

A questionnaire was sent to forty-two of the largest universities that have dropped football during the last ten years. It was felt that the larger schools would be in a better position to finance the program and therefore other problems pertinent to the administration of intercollegiate football might be uncovered. The schools were also selected so as to get a general sampling of all geographical areas of the country.

Twenty-six institutions replied. However, four of the universities that replied did not answer any of the questions. Two athletic directors indicated that they were not affiliated with the department at the time football was discontinued. One school had not dropped football, and another athletic director misinterpreted the questionnaire.

Since people are reluctant to discuss "failures,"

this may account for some of the unanswered questionnaires. One of the directors reveals that he might have been in a pressure situation by the following reply: "Unfortunately, I am not in a position to answer your questionnaire at this time. If I am in a position in the near future, I will contact you."¹

The complete questionnaire relating to this aspect of the study is appended to this report. As was the procedure in the preceding chapter, each problem will be introduced by stating the question as it appeared in the questionnaire.

I. FINANCES

"Approximately what percent of your athletic budget was allotted to football?"

The answers to this question may be significant. Table VI shows that the range is from twenty to ninety percent. However, the noteworthy thing about the percentages of the total budget was the number of schools spending fifty percent or more of their entire budget to finance football. Of the nineteen schools answering this question, fifteen devoted fifty percent or more of their budget to finance football.

The above figures may disclose that the schools were

¹George Jacobs, reply to questionnaire.

TABLE VI

PERCENTAGE OF TOTAL ATHLETIC BUDGET USED FOR INTERCOLLEGIATE
FOOTBALL BY SCHOOL WHICH DROPPED THE SPORT

Percentage of total athletic budget	Number of universities using this percentage
90	1
85	1
80	1
75	2
70	4
67	2
60	1
50	3
40	1
30	1
25	1
20	1
No replies	3
Average	60
Total	22

spending too large a percentage of the athletic budget on football. One athletic director said:

We were allotted a budget to run our athletic program. In order to do this, either football or several other sports equivalent to the cost of football had to be dropped. It was felt that the greater the number of activities, the better the opportunity for most students to benefit through participation.²

Table VI also shows the percentages of athletic budgets devoted to football by the nineteen schools that replied. Three institutions failed to answer this question.

"Approximately what were the sources of income?"

The sources of income were reported by twenty-one of the twenty-two schools. There did not seem to be anything particularly conclusive in the replies. Ten schools derived the major portion of football receipts from gate receipts. Seven institutions received the major portion of their budget from activity fees paid by students. The university underwrote the football program for two universities, and two universities reported that the football income was evenly made up from gate receipts, the general fund, activity fees, and alumni contributions.

An interesting comment regarding gate receipts from football in large cities came from Victor R. Yanitelli. He wrote:

²Edward L. Athey, reply to questionnaire.

It is almost impossible to get a stadium filled when a mediocre team performs. Big cities have so much to offer by way of professional athletic enterprise, that even the student body (except for those wonderful boosters who would die for the school) and the alumni (again except for the absolutely optimistic die-hards) got pretty bored at anything but championship performance.

This may not be so true in areas where the Saturday football game is the main event for a whole community, and even a whole state. In big cities you either produce championship contenders or die, i.e. from malnutrition at the gate.³

"On the average, did football break even, show a profit, or show a deficit?"

Of the twenty-two respondents, twenty-one reported a deficit and one broke even. No university showed a surplus from the intercollegiate football program.

"Do you feel that financing the football program was the most important factor influencing your school to discontinue football?"

Nineteen replied that financing the football program was the chief factor in the decision to withdraw football from the intercollegiate athletic program. One large university made the following comment: "Eventually it became a matter of conscience as to whether we could, without endowment, sink about \$200,000 of student monies into just one sport, i.e. a loss of about \$200,000."⁴

³Victor R. Yanitelli, reply to questionnaire.

⁴Ibid.

II. RECRUITMENT

The second part of the study deals with the recruitment of players and Table VII contains this information.

"Did you have any financial aid for football players?"

Sixteen schools reported that the institution provided financial aid for football players. Six schools had no aid available.

Fifteen of the institutions offering financial aid had a plan for tuition and fees. Table VII also shows that in addition to tuition and fees, room and board was included in the financial arrangements by all the institutions offering aid except three.

"Do you feel that problems of recruiting was a factor in discontinuing your football program?"

An examination of the questionnaire discloses that twelve athletic directors reported that recruitment of football players was a factor in discontinuing the football program. One director wrote:

Although we have schools of Business, Music, and Law, in the main we are a private Liberal Arts college and a majority of our prospects could not meet our entrance requirements. Then, too, the amounts of our grant-in-aids were so much less than that offered by state universities that there was no comparison.⁵

Nine institutions did not feel that problems of

⁵Anonymous reply to questionnaire.

TABLE VII
FINANCIAL AID PROGRAM IN COLLEGES
DISCONTINUING FOOTBALL

Program	No. of schools YES	No. of schools NO
Financial aid for football players	16	6
Scholarship for tuition and fees	15	7
Scholarship for tuition, fees, room and board	13	9

recruiting players influenced the decision to discontinue football.

One school did not answer this question.

III. STAFF

The third and last area of the study of universities that dropped football relates to the matter of football staff.

"Do you feel that you had adequate staff personnel for your football program?"

Sixteen institutions felt that they had a sufficient number of coaches to execute the football program efficiently. Six felt that there were not enough coaches for the football program. Four of the six institutions indicating a lack of coaches only employed two men to handle the entire football program. Of the two remaining schools; one institution had a three man staff, and the other employed four football coaches.

"Do you feel that their teaching load permitted them enough time to run the football program efficiently?"

The teaching load of the football coaches was greatly reduced and only two directors of the twenty-two respondents felt that it interfered with efficient coaching procedures.

"Did problems of staff influence the decision to drop football from the athletic program?"

Only two directors indicated that there were staff problems and they did not choose to comment on them.

Summary. Many of the institutions discontinued football for a multiplicity of reasons. However, in the final analysis, most of the causes narrowed down to the factor of insufficient funds to run the football program. One school reported that, "financial cost - lack of spectator interest plus the fact we were unable to win from our natural rivals, forced us to exclude football from our intercollegiate athletics."⁶

There were three schools in the study that dropped football not because of financial losses (although two of the three annually operated the football program at a deficit). One athletic director simply stated that, "the students were not interested in playing football."⁷ Another wrote that poor facilities and insufficient practice time on the part of the players due to academic pressures forced the university to drop the sport. The third school felt that problems of recruiting top athletes in competition with the larger schools forced the institution to withdraw from football.

⁶Anonymous reply to questionnaire.

⁷Ibid.

CHAPTER V

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. FINDINGS

The findings of the literature. The literature examined in this study shows conclusively that many of the problems in the administration of intercollegiate football date back to early days of intercollegiate athletics. The early administration of athletics under the control of students rather than faculty seemed to have sewn the seeds for many of these problems. Many players during this era were deficient academically and some actually did not attend the institution they represented in athletics. These practices existed because most faculty members did not pay much attention to what was going on in athletics. Students and parents at times financed the athletic programs. This was possible because traveling and team expenses were at a minimum and because of the limited number of contests held.

As the number of schools competing and the number of athletes participating became more numerous, the costs of administering games increased and problems mounted. Also the factor of a general increase in the prices of most commodities since 1900 is apparent. While it is quite evident that rapidly advancing prices has been a factor in

creating problems in athletics, this has also been true in many other walks and endeavors of life.

It would seem from an examination of the literature relating to the problem that the following findings are substantiated:

1. Financial problems and recruitment problems may be traced to early student control of athletics.

2. The lack of faculty control and administrative direction served to create certain conditions which nurtured present day problems.

3. When faculties gradually assumed control of athletics certain improvements were immediately noted.

4. The formation of the National Collegiate Athletic Association in 1906 was the result of malpractices such as unethical recruiting, rules, violations, and evasion of university entrance requirements.

5. There is vicious competition for prospective college football players today.

The findings as disclosed by the questionnaire. The following findings are reflected in the questionnaires sent to colleges and universities actively participating in inter-collegiate football:

1. Most universities and colleges have financial aid for football players.

2. Most universities and colleges have grade requirements as a basis for financial aid.

3. Fifty percent of the universities polled indicated that financing intercollegiate athletics represents an administrative problem.

4. The teaching load of football coaches is greatly reduced in most universities and colleges.

5. Recruiting practices are varied and differ greatly in the range of subsidies offered.

The findings of the questionnaire from schools which dropped football. It would seem that the following findings are conclusive as revealed by the information secured in the questionnaire sent to institutions that dropped football in the last decade:

1. The problem of adequately financing intercollegiate football was responsible for football being terminated in 95% of the cases.

2. Eighty-six percent of the institutions that participated in this survey listed financial problems as the most important factor influencing them to drop football.

3. Over fifty percent of the institutions dropping football had recruiting problems.

4. The teaching load of football coaches was greatly reduced in schools which abolished the sport.

II. CONCLUSIONS

From an analysis of the findings the following conclusions seem justified:

1. Athletics in universities and colleges should be controlled by administrative officers and members of the teaching faculties.

2. There is a definite need for control measures in recruiting practices.

3. There seems to be evidence that the most serious problems in the administration of intercollegiate football relates to financing the program and the recruitment of prospective football players.

4. Staff problems have not greatly influenced universities to drop football.

As a result of this study, it is concluded that there is still considerable mismanagement in the administration of intercollegiate football, notably, in the areas of recruitment of prospective players and in the financial organization of the entire intercollegiate athletic program.

III. RECOMMENDATIONS

As a result of this study, the investigator feels that the following recommendations are in order:

1. That further study be conducted concerning the

possibilities of controlling recruiting practices. It is still controversial as to who should exercise the controls; the institutions, the conferences, or a national governing body such as the National Collegiate Association. Further study here is needed.

2. That a study be made to determine effective financial principles for colleges and universities of all sizes in the management of the intercollegiate football program.

3. The study indirectly commends a consideration of the university faculty members and administrators to the possibilities of subsidizing the entire football program from its educational appropriations, thus freeing it from dependence upon sustaining its own costs.

This study reveals that, although most universities have accepted intercollegiate football on the campus, it is doubtful that it has been fully accepted as an educational equal to the academic subjects.

The investigator affirms that intercollegiate football not only contributes to the educational process, but even more important has become a symbol of everything for which the American university and college stand. It is felt this study confirms this position. It stands for the American ideals of sportsmanship, loyalty, and the very culture of our country.

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APPENDIX

QUESTIONNAIRE FOR UNIVERSITIES AND COLLEGES
PARTICIPATING IN INTERCOLLEGIATE FOOTBALL

FINANCES

- 1. What per cent of your total athletic budget is given to football? _____
- 2. Approximately, what are the sources of income?
 - a. gate receipts _____%
 - b. activity fee _____%
 - c. endowments _____%
 - d. alumni _____%
 - e. other _____%
- 3. Would you say that financing your football program represents a major problem in the administration of football?
 - a. yes _____
 - b. no _____
- 4. Approximately, what single item represents the largest expenditure:
 - a. traveling expense _____
 - b. equipment _____
 - c. maintaining facilities _____
 - d. scholarships _____
 - e. staff _____
 - f. other _____
- 5. Does the income from football help finance other sports in your intercollegiate program?
 - a. yes _____
 - b. no _____
- 6. On the average, does football:
 - a. break even? _____
 - b. show a profit? _____
 - c. show a deficit? _____

RECRUITMENT

- 1. How large an area do you cover in contacting prospective players?
 - a. home state _____
 - b. surrounding states _____
 - c. unlimited _____

2. Do you have any aid available for players?
 - a. yes _____
 - b. no _____
3. Do you have more than one type of plan available for players?
 - a. yes _____
 - b. no _____
4. Is your aid in the form of a scholarship or a grant?
 - a. scholarship _____
 - b. grant _____
5. Does the university underwrite the recruiting program?
 - a. some of it _____
 - b. none of it _____
 - c. all of it _____
6. Do alumni contribute to the recruiting program through the university?
 - a. some of it _____
 - b. none of it _____
 - c. all of it _____
7. Do you recruit a specific number of boys every year?
 - a. yes _____
 - b. no _____
8. Do you have a scholarship for football players covering tuition, fees, and books?
 - a. yes _____
 - b. no _____
9. Do you have a scholarship for football players covering tuition, fees, books, room and board?
 - a. yes _____
 - b. no _____
10. Is there any work on the boy's part involved for tuition, fees, and books?
 - a. yes _____
 - b. no _____
11. Is there a plan whereby a boy can work for room and board?
 - a. yes _____
 - b. no _____

12. Does a boy have any opportunity to earn money in addition to his scholarship?
a. yes _____
b. no _____
13. Is there a high school grade requirement for your football scholarship?
a. yes _____
b. no _____
14. Is there a grade requirement after he is in college to keep the scholarship?
a. yes _____
b. no _____
15. What is the greatest single problem in your recruitment of football players?
- _____
- _____
- _____

STAFF

1. How many men are on the football staff? _____
2. How many men work the year around on football? _____
3. How many men on your staff have a degree in Physical Education? _____
4. How many of your staff members teach in the Physical Education Department? _____
5. How many have classes in other departments? _____
6. What is the teaching load for the head coach? _____
7. What is the teaching load for the assistants? _____
8. Are the assistant coaches responsible for recruiting?
a. some of it _____
b. none of it _____
c. all of it _____

9. Do you feel that you have adequate staff personnel for your football program?
a. yes _____
b. no _____
10. Do you feel that their teaching load does not permit them enough time to run the football program efficiently?
a. yes _____
b. no _____

GENERAL

1. Do you have problems in the interrelation between the athletic program and the school administration?
a. yes _____
b. no _____
2. Is there any problem between the alumni and the athletic department?
a. yes _____
b. no _____
3. What other problems do you have in administering your football program?

QUESTIONNAIRE FOR UNIVERSITIES AND COLLEGES THAT HAVE
DISCONTINUED FOOTBALL IN THE LAST DECADE

FINANCES

1. Approximately what percent of your athletic budget was allotted to football? _____
2. Approximately what were the sources of income?
 - a. gate receipts _____%
 - b. activity fee _____%
 - c. endowments _____%
 - d. alumni _____%
 - e. others _____%
3. What single item represented the largest expenditure?
 - a. traveling expense _____
 - b. maintaining facilities _____
 - c. equipment _____
 - d. scholarships _____
 - e. staff _____
 - f. other _____
4. Did the income from football help finance other sports in your intercollegiate program?
 - a. yes _____
 - b. no _____
5. On the average, did football:
 - a. break even? _____
 - b. show a profit? _____
 - c. show a deficit? _____
6. Would you say that financing your football program represented a major problem in the administration of football?
 - a. yes _____
 - b. no _____
7. Do you feel that financing the football program was the most important factor influencing your school to discontinue football?
 - a. yes _____
 - b. no _____

COMMENTS:

RECRUITMENT

1. Did you have any financial aid for football players?
 - a. yes _____
 - b. no _____
2. Did the university underwrite the recruitment program?
 - a. some of it _____
 - b. none of it _____
 - c. all of it _____
3. Did alumni contribute to the recruiting program?
 - a. some of it _____
 - b. none of it _____
 - c. all of it _____
4. How many players did you recruit per year? _____
5. Did you have a scholarship for football players covering tuition, fees, and books?
 - a. yes _____
 - b. no _____
6. Did you have a scholarship covering tuition, fees, books, room and board?
 - a. yes _____
 - b. no _____
7. Do you feel that problems of recruiting was a factor in discontinuing your football program?
 - a. yes _____
 - b. no _____

COMMENTS:

STAFF

1. How many men were on the football staff? _____
2. How many worked on football the year through? _____
3. What was the teaching load for the head coach? _____
4. What was the teaching load for the assistants? _____
5. Do you feel that you had adequate staff personnel for your football program?
 - a. yes _____
 - b. no _____
6. Do you feel that their teaching load permitted them enough time to run the football program efficiently?
 - a. yes _____
 - b. no _____
7. Did problems of staff influence the decision to drop football from the athletic program?
 - a. yes _____
 - b. no _____

COMMENTS:

Discuss any other problem not covered in the questionnaire that was a factor in dropping intercollegiate football.

An Abstract of
PROBLEMS IN THE ADMINISTRATION
OF INTERCOLLEGIATE FOOTBALL

Robert E. Dudley

Submitted in partial fulfillment
of the requirements for the degree
of Master of Science

BOWLING GREEN STATE UNIVERSITY

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Problems in the Administration of Intercollegiate Football.
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Faculty Adviser: Robert J. Keefe.

The purpose of this thesis was to study and to examine the problems involved in administering a sound program of intercollegiate football. The problems seemed to be divided logically in the areas of finances, staff members, recruitment of players, scheduling, and facilities.

The following procedures were used in making this study: (1) An analysis of the literature pertaining to the subject was made. (2) A questionnaire was sent to six conferences and five independent schools located throughout five areas of the United States. These areas consisted of the Eastern, Midwest, Southern, Central, and Western. The problems from these various colleges and universities were studied and discussed. (3) A questionnaire was sent to the colleges that have dropped football in the last ten years.

The conclusions based upon the findings of this study were as follows: (1) Athletics in universities and colleges should be controlled by administrative officers and members of the teaching faculties. (2) There is a definite need for control measures in recruiting practices. (3) The most serious problems in the administration of intercollegiate

football relates to financing the program and the recruitment of prospective football players. (4) Staff problems have not greatly influenced universities to drop football.

As a result of the findings of this study the following recommendations were proposed: (1) Further study should be conducted concerning the possibilities of controlling recruiting practices. (2) A study be made to determine effective financial principles for colleges and universities of all sizes in the management of the intercollegiate football program. (3) A consideration of the university faculty members and administrators to the possibilities of subsidizing the entire football program from its educational appropriations freeing it from dependence upon sustaining its own costs.